

2006 Performance Report

October 2006



The Oregon University System (OUS) closely tracks key indicators at our seven universities in order to monitor performance and examine trends that may affect higher education in the state. Monitoring performance enables institutions to establish benchmarks and allows for informed discussion and policy development. OUS annually reports system and campus-level performance progress to the Oregon State Board of Higher Education.

OUS is pleased to report improvement in all key performance indicators. Particularly noteworthy are significant increases in sponsored research expenditures and foundation net assets. These indicators demonstrate strong external support for Oregon's public universities, and help to mitigate the lower levels of state funding received in recent biennia.

Shrinking state investment coupled with enrollment growth has forced Oregon universities to a critical point. Faculty salaries remain below the peer average and continue to impact universities' ability to attract and retain regular rank, full-time faculty. As a result, the ratio of students to full-time faculty remains high and students risk losing some of the faculty interaction and support needed to achieve their academic goals. These trends are a significant challenge to maintaining the quality education Oregon's students deserve and that OUS institutions strive to provide.

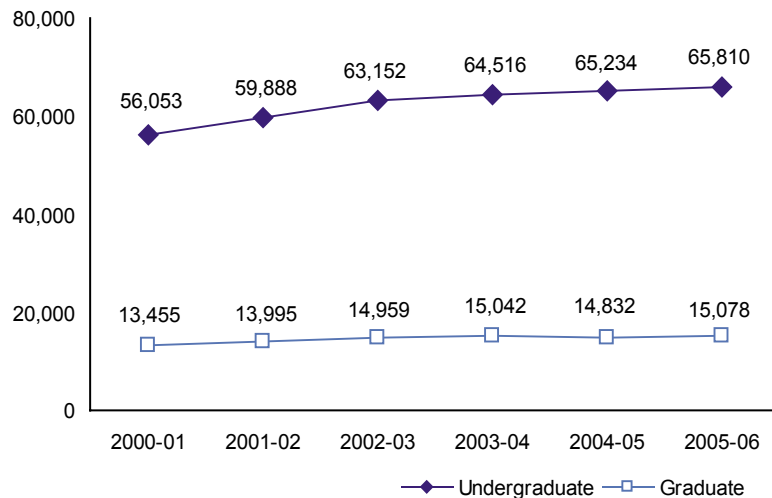
Performance Results Overview	One-Year Change	Five-Year Change
Fall credit enrollment (Fall 2000 through Fall 2005)	1.0%	16.4%
New undergraduate enrollment (Fall 2000 through Fall 2005)	0.1%	11.0%
Student diversity (Fall 2000 through Fall 2005)	1.4%	25.1%
Freshman persistence to second year (1999-00 to 2004-05)	0.5%	3.0%
Freshmen completing a bachelor's degree (1999-00 through 2004-05)	1.2%	6.0%
Bachelor's degrees awarded (1999-00 through 2004-05)	2.6%	22.2%
Advanced degrees awarded (1999-00 through 2004-05)	0.9%	24.5%
Engineering and computer science degrees awarded (1999-00 through 2004-05)	- 1.0%	35.0%
Quality rating by recent graduates (1999-00 through 2004-05)	3.2% *	5.5%
Ratio of students to full-time faculty (Fall 2000 through Fall 2005)	- 4.8%	5.8%
Sponsored research from grants and contracts (FY 2000 through FY 2005)	6.4%	38.1%
Philanthropy - foundation net assets (FY 2000 through FY 2005)	12.2%	29.5%

* Because the data source is a biennial survey, this number reflects a two-year change.

Access & Student Progress Indicators

Fall credit enrollment

Headcount



Total credit enrollment, now at 80,888, has significantly increased in the five academic years between 2000-01 and 2005-06, reflecting the high priority placed on access, even during periods of constrained resources.

Undergraduate enrollment has grown 17% since 2000-01, compared to 13% in the U.S. as a whole. Graduate enrollment grew 12% in that same period compared to 17% nationally.

However, in the last three years, enrollment growth has slowed in the face of rising costs, declining participation of Oregon high school graduates, and limitations on institutional capacity.

New undergraduate enrollment has slowed in recent years, growing by only 0.1% in 2005, from 16,890 in 2004 to 16,902 in 2005.

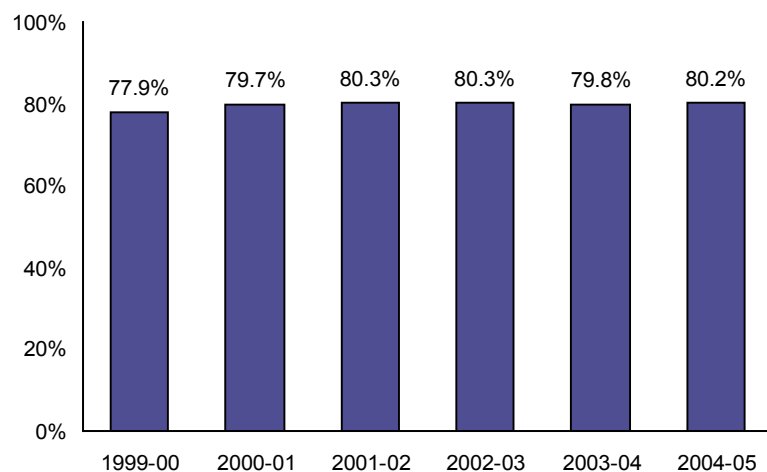
Student diversity

Fall Fourth Week	2000	2001	2002	2003	2004	2005
African American	1,132	1,230	1,310	1,447	1,523	1,548
American Indian/ Alaska Native	868	939	984	988	1,028	1,097
Asian/Pacific American	4,559	4,840	5,130	5,306	5,412	5,273
Hispanic/Latino	2,259	2,437	2,644	2,802	2,913	3,115
Total	8,818	9,446	10,068	10,543	10,876	11,033
Percent of Total Student Body	12.7%	12.8%	12.9%	13.3%	13.6%	13.6%

A diverse student body enriches the educational experience for all students and enhances economic opportunity for all Oregonians.

Enrollment increased among every ethnic group between 2000 and 2005. The number of students of color enrolled at OUS institutions grew 25% during that time while total student enrollment grew 16%.

Freshman persistence to second year



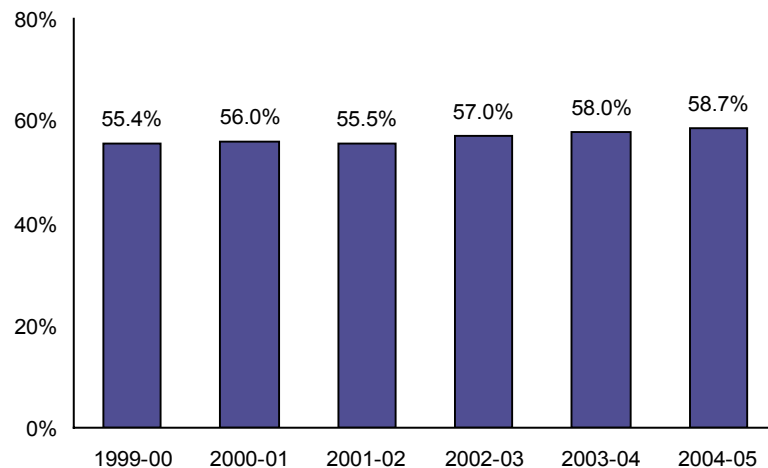
Applied learning opportunities fortify the educational experience and provide an advantage when transitioning into the workplace. In 2005, 84% of recent OUS bachelor's graduates reported participating in some form of experiential learning.

Freshman persistence rates have remained steady at 80% since 2000-01. Persistence is a good predictor of degree completion.

Student Success Indicators

Freshmen completing a bachelor's degree

Six-year graduation rate



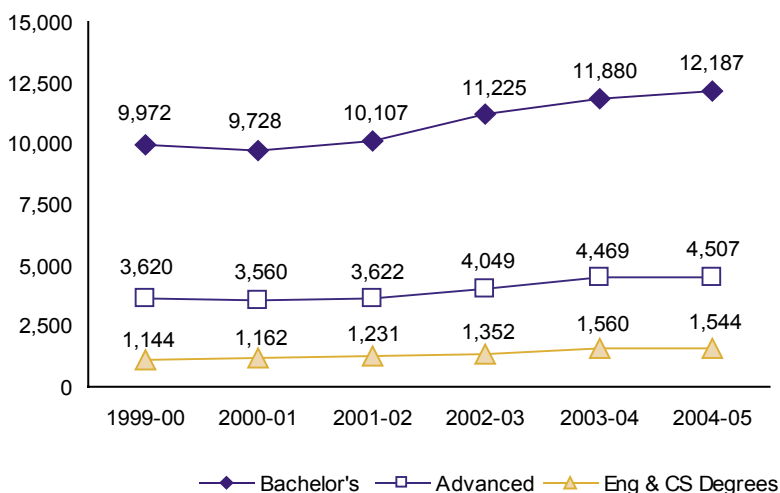
OUS **freshman completion** rates continue to improve. The six-year graduation rate for entering freshmen rose to 58.7% in 2004-05.

Quality of educational experience ratings by recent graduates

	Percent saying "Excellent or Very Good"	Mean rating 5-pt scale
1999-00	79.9%	4.0
2000-01	79.8%	4.0
2002-03	81.7%	4.0
2004-05	84.3%	4.1

Note: OUS biennial survey, 5-point scale with 5 as "excellent" and 1 as "poor."

Degrees awarded



The number of **degrees awarded** has grown from a total of 13,592 in 1999-00 to 16,694 in 2004-05. Both bachelor's and advanced degree awards increased more than 20% during these five years.

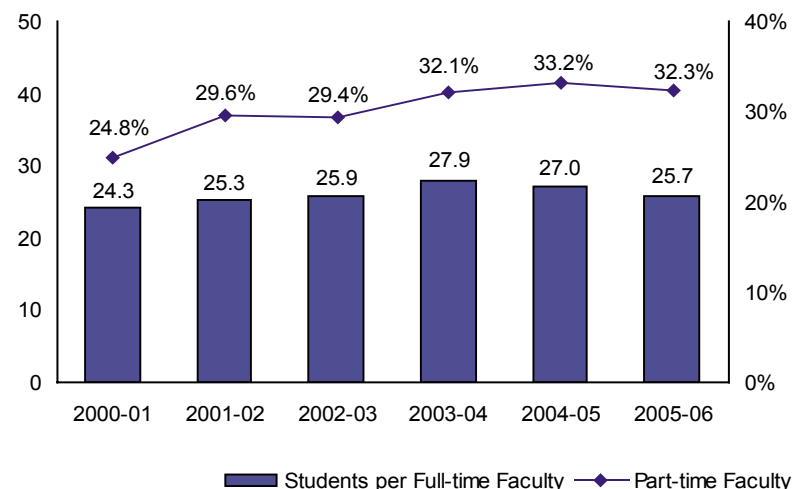
Engineering and computer science degree awards increased 35% over the same period.

Graduate Success

Ninety-seven percent of 2005 OUS bachelor's graduates report they are employed, continuing their studies, or pursuing other activities of their choice. Among the graduates who report being employed, 78% work in Oregon.

Ratio of students to full-time faculty

Compared with part-time faculty percentage



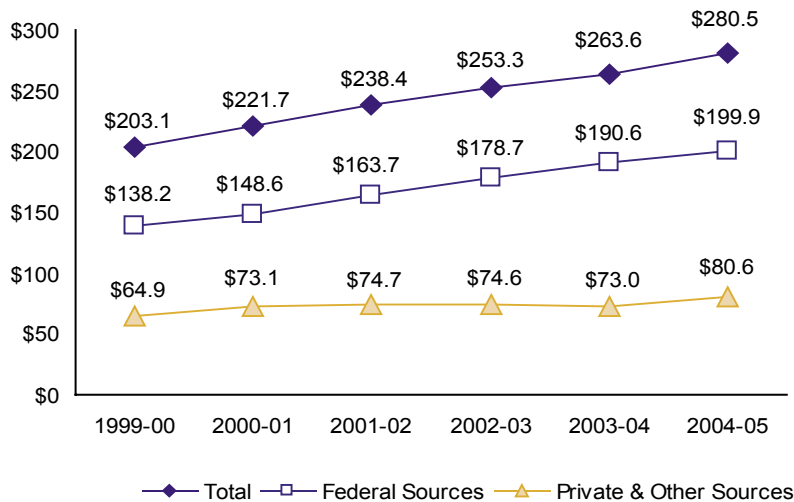
The ratio of **students to full-time faculty** has decreased since 2003-04. While the downtrend is a welcomed improvement, OUS student-faculty ratios remain one of the highest among peer institutions.

Due to growing enrollments and continuing funding constraints, campuses rely heavily on part-time faculty to meet instructional demands. Between 2000-01 and 2005-06, the percentage of part-time faculty grew from one-quarter to approximately one-third.

External Support Indicators

Sponsored research

Total gift, grant, and contract expenditures (\$ in millions)



OUS institutions continue to demonstrate strong annual growth in **sponsored research**. Between 1999-00 and 2004-05 sponsored research expenditures increased by \$77 million, or 38%. Adjusted for inflation, the increase is \$58 million or 29%. Federally sponsored research grew by \$62 million, or 45% during the same period.

On a per faculty basis, Oregon universities perform among the top states in research expenditures, ranking 7th in federal and 12th in total R&D per faculty. Sponsored research dollars per faculty at OUS research/doctoral universities grew from \$105,000 in FY00 to \$134,600 in FY05.

Oregon public universities' R&D rankings

Includes OHSU

	<i>U.S. Rank</i>
Federal R&D per faculty	7 th
Total R&D per faculty *	12 th
Federal R&D (total dollars)	18 th
Total R&D (total dollars) *	22 nd
U.S. Department of Agriculture (total dollars)	13 th
U.S. Department of Interior (total dollars)	11 th
Environmental Protection Agency (total dollars)	4 th

* Includes federal, state, local, institutional, industry, and other sources.
Source: National Science Foundation, FY 2004 and 2003.

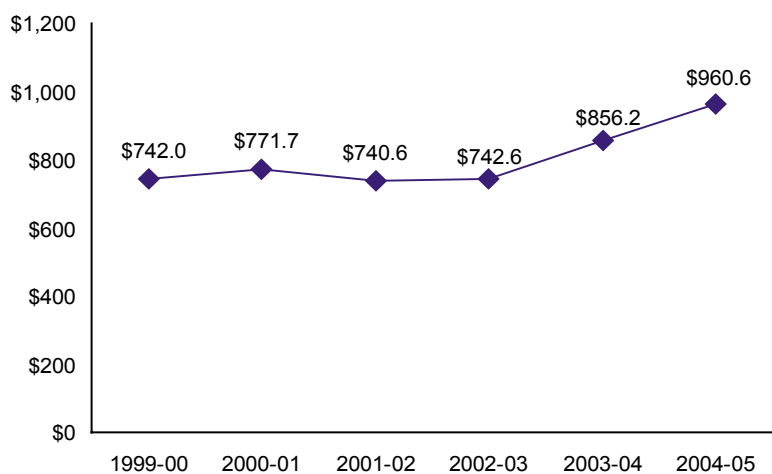
Even against much larger states, Oregon does well in total research dollars, ranking 18th among the 50 states in public university R&D funds from federal sources, 13th in funds from the U.S. Department of Agriculture, 11th in funds from the Department of the Interior, and 4th in funds from the Environmental Protection Agency.

Philanthropy is defined as the net worth of the institution's affiliated foundation.

OUS foundations increased their net assets 29.5% since 1999-00. Although factors such as the nature of gifts, investment returns, and current projects affect net assets at any given time, an increase over time is a good indicator of external support.

Philanthropy

Foundation net assets (\$ in millions)



"Oregon's economic health depends more than ever on the services provided by our public universities, community colleges, and private colleges and universities. They have a central role in producing the well-educated workforce that is vital to a knowledge-based economy."

Oregon Business Plan, 2003